



Addressing Child and Adolescent Behavior Problems Using a Risk and Resiliency Framework

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- **Resiliency:** *A child's capacity to overcome adverse life conditions* (Fraser, Kirby, & Smokowski, 2008)
- **Risk:** *"any event, condition, or experience that increases the probability that a problem will be formed, maintained, or exacerbated"* (Fraser & Terzian, 2005 as p. 5).

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Agenda

- Trends in child and adolescent behavior problems
- History of prevention and intervention science
- Risk, protection and promotion for education failure
- Identifying effective interventions

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Trends in Child and Adolescent Behavior Problems

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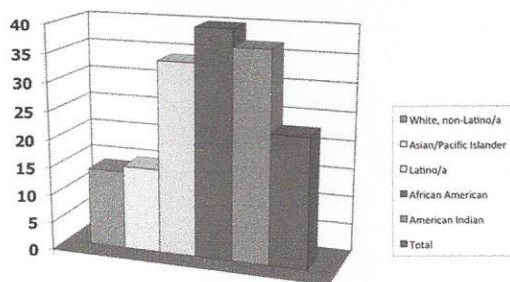
Summary of Recent Trends in Child and Adolescent Problem Behavior

- Challenges and positive trends
 - School drop-out rates remain high, particularly among Latino/a and African-American youth
 - Drug use declined to a record low in the early 1990s and has since moderated to late 1980s levels
 - Violent and property crime decreased significantly between 1995 and 2005
 - Yet persistent reports of aggression and violence at school have tempered optimism about general reductions in crime
- Variations in etiological factors and in behavior by gender, race, ethnicity, and sexual orientation pose intervention challenges
- Prevention should be a practice and policy priority

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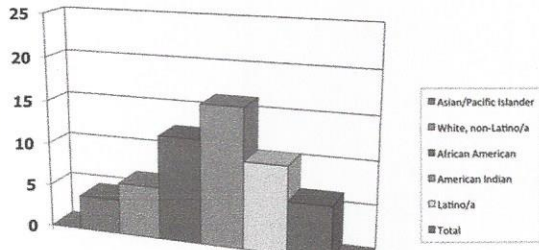
Children in Poverty, 2012



Note: Percentage of children under 18 living below the federal poverty level. Source: Annie E. Casey Foundation, Kids Count Census Data, 2014.

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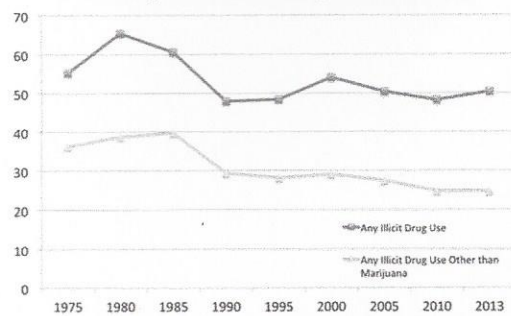
Adolescents Who Are Not in School and Are Not High School Graduates by Race and Ethnicity, 2012



Note: Percentage of 16-19 year-olds who are not in school and are not high school graduates by race and ethnicity. Source: Annie E. Casey Foundation, Kids Count Census Data, 2014.

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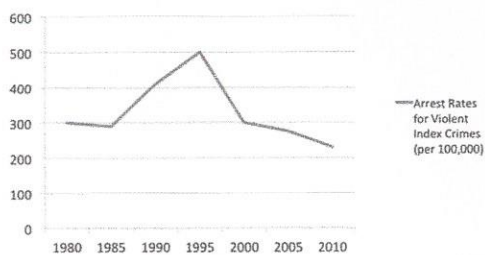
Lifetime Prevalence of Illicit Drug Use by 12th Graders, 1975-2013



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Violent Crime Index Arrest Rates for Juveniles, 1980-2010



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Current and Historical Patterns of Childhood and Adolescent Behavior

- Health indicators
 - Positive trends
 - Certain problem behaviors (e.g., violence) have decreased in the past decade
 - Rates of volunteerism and interest in civic engagement among young people have increased
 - The challenges
 - Many young people experience individual, family, social, and environmental adversity
 - Exposure to adversity varies considerably by gender, race, ethnicity, and sexual orientation
 - High levels of many problem behaviors persist over time

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The History of Prevention and Intervention Science

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Early Prevention Approaches

- Information dissemination approaches were common in the 1960s and 1970s
 - Media was often used to provide information to children and youth
 - *Johnny Smoke*: <http://www.youtube.com/watch?v=NWm6PLUGpfVU&list=PLA0227EFEC244572>
 - *The Man with the Goodies*: http://www.youtube.com/watch?v=6yS_UJ_BkE
 - *Yogi Bear*: <http://www.youtube.com/watch?v=vilqk-NIPag&feature=related>
 - *Sony Bono antidrug film*: <http://www.youtube.com/watch?v=mkgHBWgJl3c>
 - More recent examples can be seen in the form of commercials aimed at preventing methamphetamine use
 - *Meth, Just Once*: <http://www.youtube.com/watch?v=lqkptoSNQ-w>

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Early Prevention Approaches

- *Fear arousal* programs exposed children and youth to the consequences of crime and drug use during the 1970s
 - *Scared Straight*:
http://www.youtube.com/watch?v=gXRIR_Svqg4
- *Alternative school* programs and early forms of *affective education* surfaced in the 1970s
- Collectively, these strategies had little or no effect on school, drug use, or delinquent outcomes

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Prevention Approaches, 1980–1990

- Poor outcomes from early studies led to new prevention strategies in the 1980s
 - *Social learning* and *cognitive-behavioral* theories were used to develop interactive and skills-based programs in schools
 - *Life Skills Training* (Botvin, 1984)
 - *Seattle Social Development Project* (Hawkins & Catalano, 1986)
 - *Promoting Alternative Thinking Strategies* (Greenberg & Kusche, 1993)
- Early controlled trials of these approaches revealed significant effects in preventing or delaying the onset of problem behaviors
 - Implementation of tested strategies was largely limited to funded and short-term investigations
- A unifying conceptual model of prevention was still lacking

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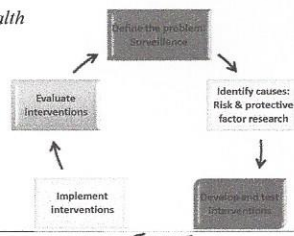
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Prevention Approaches, 1990–2000

- A unifying prevention framework came with the adoption of a public health approach in the 1990s

The Public Health Approach to Prevention



Note: Adapted from the Centers for Disease Control and Prevention, <http://www.cdc.gov/>

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From Public Health to Prevention Science

- The adoption of a public health framework based on risk and protective factors contributed to what has become recognized as a science of prevention (Cole, et al., 1993)

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Levels of Prevention

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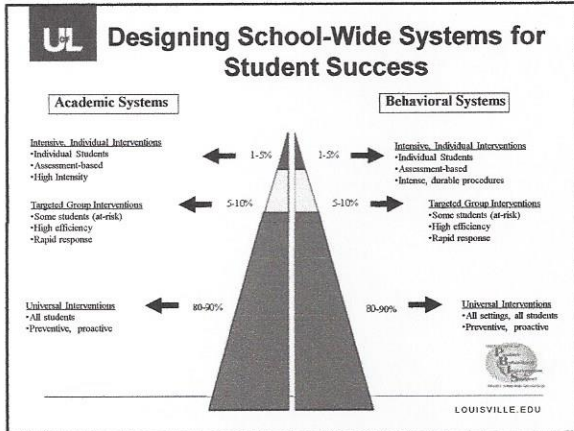
Continuum of School-Wide Instructional & Supportive Behavior

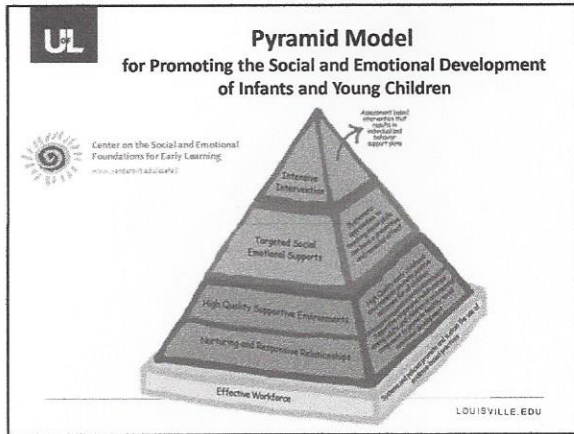
Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

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UL **What is Prevention Science?**

- Common characteristics
 - Risk and protective factors associated with a problem behavior
 - Malleable risk and protective factors are recognized as the *targets* of prevention
 - Preventive interventions require rigorous testing
 - Implementation fidelity and scalability critical

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Education Specific Risk, Protection, and Promotion Factors

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Risk Factors for Academic Failure

Individual	<p>Learning related social skills (listening, participating in groups, staying on task, organizational skills)</p> <p>Substance use</p> <p>Pregnancy</p> <p>Social behavior</p> <p>Limited intelligence</p> <p>Presence of a disability</p> <p>Minority status</p> <p>Social exclusion status</p> <p>Unable to read by the fourth grade</p>
Family	<p>Residence mobility</p> <p>Early exposure to familial antisocial behavior</p> <p>Parent-child conflict</p> <p>Lack of connecting with peers, family, school, and community</p>
School	<p>Large school size</p> <p>Limited school resources</p> <p>High staff turnover</p> <p>Inconsistent classroom management practices</p> <p>Percentage of low socioeconomic status students</p> <p>Negative school and classroom climate</p> <p>School violence</p> <p>Overcrowding</p> <p>High student to teacher ratios</p> <p>Insufficient curricular and course relevance</p> <p>Weak, inconsistent adult learning</p> <p>Poor building design</p> <p>Over-reliance on physical security measures</p>
Neighborhood	<p>Poverty</p>

Low percentage of affluent neighbors

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Risk Factors for Academic Failure

Individual	<ul style="list-style-type: none"> Learning related social skills (listening, participating, etc.) Staying on task, organizational skills Basic literacy Pregnancy Childcare experience Presence of a disability Minority status
Family	<ul style="list-style-type: none"> Social duration status Ability to read to the fourth grade Residential mobility Early exposure to familial antisocial behavior Parental involvement Parental contact with peers, family, school, and community
School	<ul style="list-style-type: none"> Large classrooms Limited school resources High staff turnover Teacher classroom management practices Percentage of socioeconomic status students Office school and classroom climate School incidence Overcrowding High student to teacher ratios Insufficient curriculum and course relevance Weak, inconsistent student-teacher relationship Poor building design Overreliance on physical security measures
Neighborhood	Poverty

For: A.L. Walker, MSc, & Prof. A. [2011]. Education policy for children, youth, and families (pp. 117-147). In: M. Jacobson and M.W. Farnell's Social policy for children & families: A risk and resilience perspective of [2nd Ed. 2009]

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Promotive and Protective Factors		
Individual	Cognitive skills High socioemotional functioning Ability to adapt to changes in schedule Effective and efficient communication skills Ability to de-escalate negative situations Social skills Understanding and accepting capabilities and limitations Maintaining a positive outlook Involvement in extracurricular activities	
School	Positive and safe environment Setting high academic and social expectations Positive relationships with teachers School bonding Positive and open school climate Positive ratings for overall educational performance	School climate Classroom management strategies School bonding Consistent and firm rules for students
Peer		Acceptance by pro-social peers Involvement in positive peer groups

From: A.J. Walker, Ph.D. & Perry, A. (2011). Education policy for children, youth, and families (pp.137-140). In: A.J. Walker and A. Perry's Social policy for children & families: A critical and reflective perspective (2nd Ed). Sage. LOUISVILLE.EDU

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<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: left;"> </div> <div> <h2 style="margin: 0;">The Evidentiary Base for School-Based Prevention</h2> </div> </div> <div style="margin-top: 20px;"> <hr style="width: 20%; margin: 0 auto;"/> </div> <div style="text-align: right; margin-top: 40px;"> <small>LOUISVILLE.EDU</small> </div>
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<div> <div>UL</div> <div>Ineffective and Effective Prevention Programs by Level of Intervention</div> </div>	
Ineffective Programs	Effective Programs
<i>Universal</i> Information dissemination Fear arousal Peer counseling and mediation Peer leadership	<i>Universal</i> Early childhood education Anti-bullying programs in schools Classroom management and school organization strategies Social and emotional learning Changing community norms Community prevention systems
<i>Selective</i> Fear arousal Gun buyback programs Firearm training Redirecting antisocial behavior Altering peer group norms	<i>Selective</i> Prenatal and infancy home visitation Social and emotional learning Parent training Increasing parent-child bonding Reducing family conflict Mentoring
<i>Indicated</i> Social casework Individual counseling Boot camps Waivers to adult court	<i>Indicated</i> Social and emotional learning Wraparound services Youth employment with education

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Implementation Trends

- Implementation of *ineffective* programs
- Adoption of *effective* programs
- Early and primary prevention efforts
- Focus on school mental health
- "For whom and under what conditions?"
- Parent and teacher engagement
- Attention translation science
 - Core elements (elements, standardization, and delivery)
 - Support systems (training, coaching, barriers and facilitators)

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School-Based Prevention Programs

- Types of school-based programs
 - Social and emotional learning curricula
 - *Life Skills Training* (Botvin & Griffin, 2004)
 - *PATHS* (Greenberg, 2004)
 - *Youth Matters* (Jensen & Dieterich, 2007)
 - *Second Step* (Brown et al., 2012)
 - School-wide strategies
 - *Olweus Bully Prevention Program* (Olweus, 1993)
 - Comprehensive and integrated programs
 - *Incredible Years* (Webster-Stratton & Reid, 2010)
 - *First Step to Success* (Walker et al., 2009)
 - *Seattle Social Development Project* (Hawkins et al., 2008)

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How Effective are School-Based Prevention Programs?

- Jensen and Bender reviewed 34 meta-analyses or systematic reviews of school-based programs between 1996 and 2011
 - Substance abuse prevention (n=18)
 - Violence, aggression, and bullying (n=6)
 - School dropout (n=5)
 - Delinquency prevention (n=5)
- Findings
 - Effect sizes vary from .10 to approximately .40, and by outcome or problem area addressed
 - Effect sizes are often higher for selective or indicated programs than for universal programs

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Characteristics of Effective School-Based Prevention Programs

Intervention Elements

Effective programs...

- Target known risk and protective factors for problem behavior
- Use behavioral and cognitive-behavioral intervention strategies
- Encourage and provide opportunities for interaction
- Build social, emotional, and cognitive skills
- Recognize and reinforce positive behavior
- Reduce negative social influence and antisocial peer pressure
- Provide comprehensive and multimodal intervention components

Implementation Elements

Effective programs...

- Specify target populations and levels of intervention
- Provide developmentally appropriate program content and activities
- Offer interventions frequently and for long periods of time
- Provide booster sessions to reinforce training and prolong positive effects
- Carefully consider, choose, and monitor who leads prevention activities
- Attend to issues of program adaptation that are necessary to address cultural, gender, and other factors

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Locating and Selecting Effective School-Based Prevention Programs



- Information about effective school-based prevention programs is available at:
 - What Works Clearinghouse; <http://ies.ed.gov/ncee/wwc/>
 - Blueprints for Healthy Youth Development; <http://www.blueprintsprograms.com>
 - Office of Juvenile Justice and Delinquency Prevention Model Program Guide; <http://www.ojjdp.gov/MPG>
 - National Registry of Evidence-Based Programs and Practices, Substance Abuse and Mental Health Services Administration; <http://www.nrepp.samhsa.gov>
 - Campbell Collaboration Library and Database; <http://www.campbellcollaboration.org>

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Other Resources

- Social Development Research Group-
<http://www.sdrg.org/interventions.asp>
- Florida Department of Education-
<http://www.fldoe.org/safeschools/>
- Social Policy for Children and Families: A Risk and Resilience Perspective (Jenson & Fraser, 2011)
- *Preventing child and adolescent behavior: Evidence-based strategies in schools, families, and communities* (Jenson, J.M., & Bender, K.A., 2014).



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Thank you!

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